



## High-Ability Program Summary 2017-2018

### **Background & Updates**

During the 2017-2018 school year, the District continued to deliver high-quality enrichment services to high-ability students in grades 3-12. The content in this report describes some of our recent changes and provides updates and information on the status of these changes:

#### *Identification*

The District made a decision to move away from the traditional matrix used to identify students in 2nd grade for gifted services. The District developed processes to both mass identifying students as well as personalizing the identification process. Identification was made for students who show high-abilities in math only, reading only, and in both subject areas. These procedures were codified in the District High Ability Procedures manual.

Using the new identification processes have led to more students being identified for enrichment experiences in grades 3-5. The more personalized identification process has consistently identified additional students that would benefit from enrichment services that were not identified using our initial criteria. The secondary process is initiated by both parents and teachers.

#### *Enrichment Services in Reading*

Enrichment for reading was systematized through the implementation of Jr. Great Books and Jacob's Ladder at all schools. This enrichment is provided by the classroom teacher with support from our Enrichment Coaches in grades 3-5. Additional enrichment activities were provided by our coaches through competitions, special projects, and small group work. The purpose of this change was to provide more consistent enrichment experiences for our students.

A student's core teacher provides instruction in reading for our high ability students. Core resources have been provided to all staff so that a consistent reading experiences happen in all classrooms. We are currently seeing strong growth in this area for high ability students but the growth is not commensurate with the growth seen in mathematics. The enrichment team will consider improvements in terms of resources and instructional fidelity for the 2018-2019 school year.

#### *Enrichment Services in Math*

The District continued to offer daily accelerated math instruction for 5th grade students through the "collaboration stations." In addition, the District also continued compacting 4th and 5th grade curriculum for our high-ability 4th grade students as well as structured enrichment activities aligned to our local curriculum for 3rd graders.

During the 2017-2018 school year, two sites piloted a pull-out 4th grade model of curriculum compacting. This allowed for compacting to start earlier in the school year and to take the curriculum deeper. Positive student, teacher, and parent feedback have led to the District decision to expand this to all sites for the 2018-2019 school year. The District will monitor student growth over the next year to make sure that the high levels of 4th grade growth are maintained.

#### *Secondary Changes*

At the middle school level, criteria for inclusion in the newly labeled Honors ELA program continue to be implemented, increasing the access of our students to this rigorous curriculum. At the high school level,

the District continued using NWEA Measures of Academic Progress (MAP) scores for the recommendation process because previously used ACT's Explore scores were no longer available. The focus of the District's work was on implementation and support of these changes as well as assessing the impact of these changes on students, teachers, and parents. For the 2018-2019 school year, the middle school will continue to offer accelerated math for students who accessed 6th grade curriculum in elementary school but will now begin offering curriculum compacting for all other 6th grade learners based on the success of this programming. Additional supports will be available to students who need support in accessing the compacted curriculum.

**Services Assessment for 2017-2018**

While it is difficult to assess complicated and dynamic services such as those provided for our high-ability students, this data was a part of the reflection process undertaken by Batavia Public Schools. This data is taken in context as a part of our continuous improvement efforts and is not a program evaluation:

*Academic Growth*

The District uses NWEA MAP testing as a part of its growth measurements for all students in grades 1-9. Below is a comparison of the identified elementary students compared to other students in grades 3-5. The data reflects the percentage of students who grew from identified high-ability groups (i.e., reading only, math only, and identified in both areas).

Table 1: Grades 3-5 High-Ability MAP Growth in Reading Fall to Spring 2018

	N	%
High Ability	75	46%
General Population	544	53%

Table 2: Grades 3-5 High-Ability MAP Growth in Math Fall to Spring 2018

	N	%
High Ability	98	70.5%
General Population	558	54.3%

This data suggests that services have positively impacted math growth but current programming in reading may be insufficient to provide the needed growth.

---

### 2017-2018 by the Numbers

The District tracks some descriptive statistics that allow us to track implementation and look for trends:

	16-17	17-18
Number of elementary secondary identification process requests	46	42
Number of students identified for services through the elementary secondary identification process	40	35
Number MS Math Appeals	46	31
Number of students in Honors ELA at RMS	261	252
Number of Math 3 students at RMS	164	143
Number of students who took 1 or more AP test	503	501
Total number of AP tests taken	710	721

---

### Accelerated Placement Act

Public Act 100-0421 was passed by the Illinois Legislature and impacts high ability students. Below is a summary of the major pieces and links to how Batavia Public Schools is implementing these criteria:

#### What is the definition of accelerated placement?

Accelerated placement refers to the placement of a student in an academically appropriate instructional setting with appropriate level curriculum that may include, but is not limited to, a child entering kindergarten or first grade early, a child accelerating in a single subject, and a child accelerating through grades.

Batavia has policy and procedures that allow for early entrance to kindergarten or first grade, as well as acceleration in subjects and/or grade levels. For more information use the links included or see BOE policies and procedures.

#### What provisions are required by law to be included in an Accelerated Placement Policy?

A district's/school's Accelerated Placement Policy provides guidance for accelerated placement and incorporates the following components:

- Information on how participation in accelerated placement programming is not limited to those children who have been identified as gifted and talented, and how participation is open to all children who demonstrate high ability and who may benefit from accelerated placement;
- Processes identifying how parents or guardians of students are included in a fair and equitable decision-making process for identification that involves multiple persons;
- Procedures for notifying parents or guardians of a decision affecting a child's participation in an accelerated placement program; and
- Identification of the district's/school's assessment process that includes multiple valid, reliable indicators.

Batavia Public School's procedures are communicated in the high-ability handbook. This is reviewed annually to make sure that our procedures match BOE policy, state guidance and work to accomplishing our mission and vision. The handbook is displayed on our website for the public.

\*Questions and guidance taken from ISBE guidance

---

## Appendix A: Mission and Core Values

### **Mission Statement**

Batavia Public Schools services for high-ability students support the whole child, academically, socially, and emotionally. Personalized and flexible services include appropriate rigor and result in student engagement that fosters continuous growth and learning.

### Core Values

- A culture that embraces a growth-mindset and allows for productive struggle is an essential component of the learning process.
  - A supportive environment teaches communication, collaboration, and perseverance, fosters creative problem-solving, and sparks curiosity.
  - All students are individuals with unique needs and thrive in an environment that recognizes and responds to their academic, social, and emotional needs.
  - Student self-efficacy and advocacy are fundamental skills that must be developed and supported through the learning process.
  - Purposeful assessments support the growth of students through high-quality feedback, self-reflection, and student ownership of the learning process.
  - Collaboration and two-way communication are essential to the success of the learning community and is inclusive of parents, teachers, students, and the community.
-



## *Honors & Advanced Placement Courses*

**Honors courses** demand high levels of cognitive and problem-solving processes and independent work. A rigorous instructional pace allows for both curricular depth, and enrichment. They prepare students for university and college work, as well as future study in Advanced Placement courses.

**Advanced Placement courses** are highly challenging courses with expectations that students will work independently and demonstrate high levels of critical and analytical thinking, reading, and writing. The textbooks and materials used are above grade level or at college level. The goal of the course is to prepare the student for the Advanced Placement exam; which may permit a student to receive college credit and/or placement. Beginning in 2016, all Illinois public universities and community colleges must award college credit to students with an AP exam score of 3 or higher.

<i>Honors</i>	
English I English II Biology Chemistry Intermediate Algebra Geometry Advanced Algebra	Precalculus with Trigonometry Introduction to Engineering Principles of Engineering Civil Engineering & Architecture French V Spanish V Latin V

<i>Advanced Placement</i>	
American Government Biology Calculus AB Calculus BC Chemistry Environmental Science European History Human Geography	Language & Composition Literature & Composition Music Theory Physics I Physics II Psychology Studio Art US History



## *College Dual Credit Courses*

We recommend you check with schools you are thinking of attending to see if they will accept credit from Waubonsee Community College. Students can take dual credit classes at the Waubonsee campus with prior approval. Please see your counselor for details. Please note, the dual credit classes at Waubonsee are at the regular Waubonsee cost and not the high school cost for classes offered at Batavia High School. Two online resources you may use to determine if a school will accept Waubonsee classes are: [itransfer.org](http://itransfer.org) or [transferology.com](http://transferology.com)

The following are classes that may be taken for dual credit during *junior and/or senior* year at BHS.

<b>BHS Course</b>	<b>Waubonsee Community College Equivalent</b>
Fundamentals of Speech Communication	COM 100-Fundamentals of Speech
First Year Composition I	ENG 101-First Year Composition I
First Year Composition II	ENG 102-First Year Composition II
College American History	HIS 121-American History to 1865 and HIS 122-American History from 1865
AP Psychology	PSY 100-Introduction to Psychology
Calculus I	MTH 131-Calculus with Analytic Geometry
AP Calculus AB	MTH 131-Calculus with Analytic Geometry
Calculus II	MTH 132-Calculus with Analytic Geometry II
AP Calculus BC	MTH 132-Calculus with Analytic Geometry II
College Algebra	MTH 111-College Algebra
Basic Statistics	MTH 107-Basic Statistics